

## Handout 6: Direct Behavior Rating Individualization Form

**Directions:** This form outlines the steps for individualizing the Direct Behavior Rating (DBR)<sup>i</sup> form for identified target behaviors. Use these target behaviors in conjunction with the three standard DBR behaviors for a more complete evaluation of student progress on targeted behaviors and more general measures of success.

1. List the target behaviors to be rated, and provide a clear, measurable definition.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. For each target behavior, develop anchors of response for the 10-point scale. It is best to use data for determining high, medium, and low responses.

a. Behavior: \_\_\_\_\_

<i>General response</i>	Low			Medium					High		
<i>DBR Rating</i>	0	1	2	3	4	5	6	7	8	9	10
<i>DBR Anchor</i>											

Were any data used to develop anchor?                      Yes                      No

If so, describe the type of data. \_\_\_\_\_

b. Behavior: \_\_\_\_\_

<i>General response</i>	Low			Medium					High		
<i>DBR Rating</i>	0	1	2	3	4	5	6	7	8	9	10
<i>DBR Anchor</i>											

Were any data used to develop anchor?                      Yes                      No

If so, describe the type of data. \_\_\_\_\_

c. Behavior: \_\_\_\_\_

<i>General response</i>	Low			Medium					High		
<i>DBR Rating</i>	0	1	2	3	4	5	6	7	8	9	10
<i>DBR Anchor</i>											

Were any data used to develop anchor?                      Yes                      No

If so, describe the type of data. \_\_\_\_\_

3. Identify the observation period (e.g., setting, activity) in which the ratings will occur for each target behavior.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Describe current level of performance for each target behavior and goal for evaluating progress (i.e., typical rating).

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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<sup>i</sup> This individualization form has been created to assist teams in completing the *Direct Behavior Rating (DBR) Form – Fill-in Behaviors* (see reference below). This form is available for download from the National Center on Intensive Intervention website and from the Direct Behavior Ratings website ([www.directbehaviorratings.org](http://www.directbehaviorratings.org)). Additional information and instructions also are available on the Direct Behavior Ratings website. The authors have granted permission to use this form for educational purposes only.

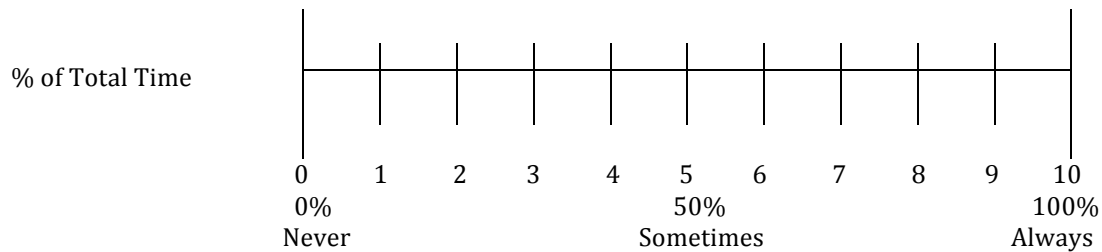
Chafouleas, S. M., Riley-Tillman, C., & Christ, T. J. (2010). *V1.3 DBR standard form – fill-in behaviors*. Storrs, CT: University of Connecticut. Retrieved from <http://www.directbehaviorratings.org/cms/files/pdf/V%201.3%20DBR%20Standard%20Form%20-%20Fill-in%20Behaviors.pdf>

# Direct Behavior Rating (DBR) Form – Fill-in Behaviors

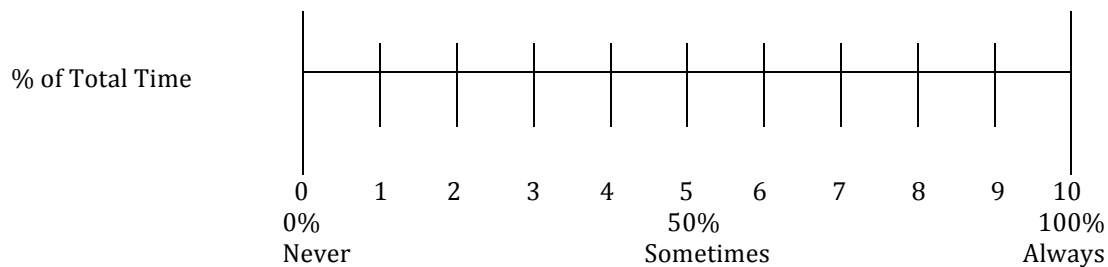
Date: M T W Th F	Student:	Activity Description:
	Rater:	
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions:	

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

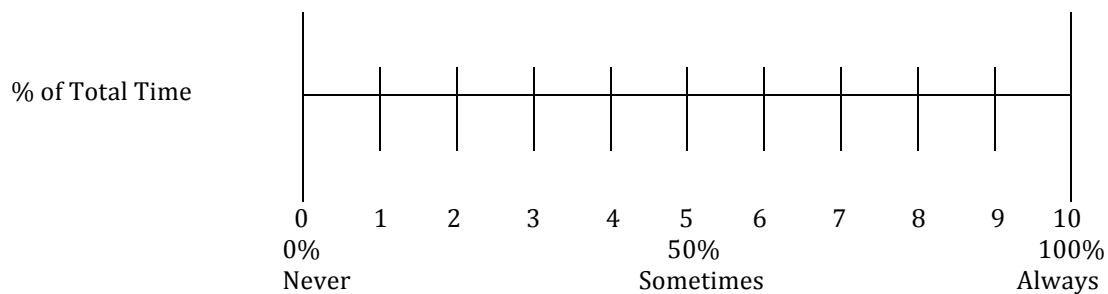
Behavior: \_\_\_\_\_



Behavior: \_\_\_\_\_



Behavior: \_\_\_\_\_

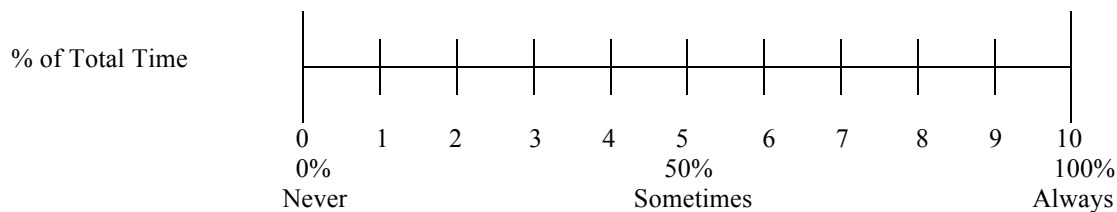


# Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

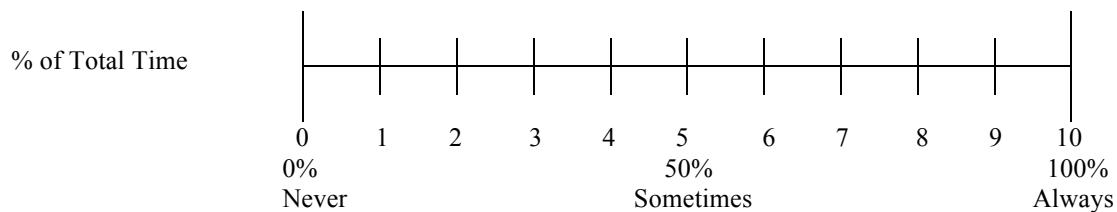
Date: M T W Th F	Student: Rater:	Activity Description:
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions: <p><b>Academically engaged</b> is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.</p> <p><b>Respectful</b> is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.</p> <p><b>Disruptive</b> is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.</p>	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

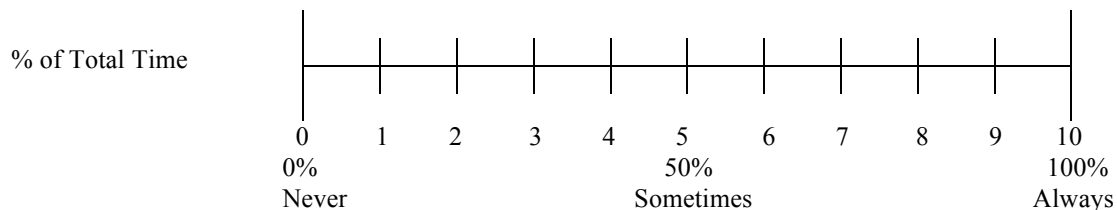
## Academically Engaged



## Respectful



## Disruptive \*



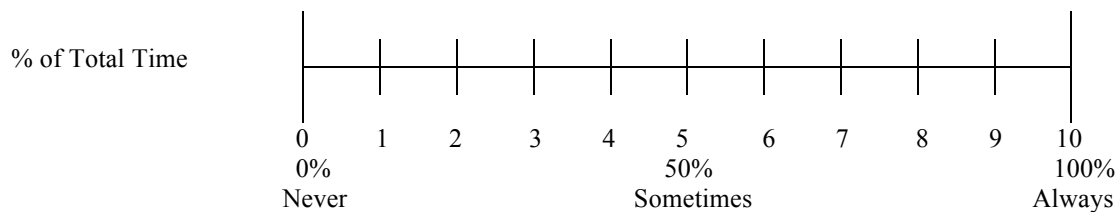
\* Remember that a lower score for “Disruptive” is more desirable.

# Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

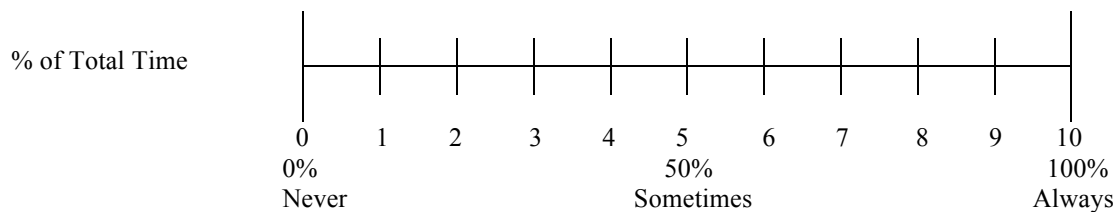
Date:	Student:	Activity Description:
M   T   W   Th   F	Rater:	
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions:  <b>Academically engaged</b> is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.  <b>Respectful</b> is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.  <b>Disruptive</b> is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

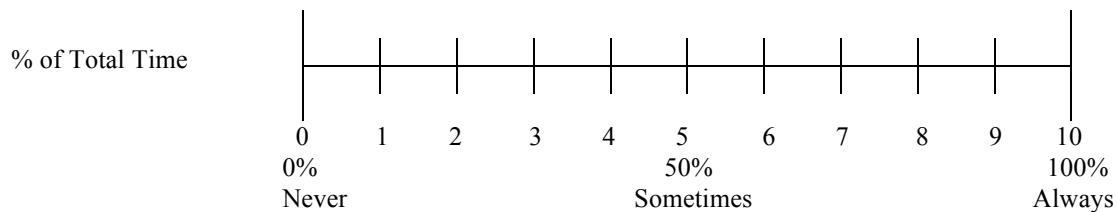
## Academically Engaged



## Respectful



## Disruptive \*



\* Remember that a lower score for “Disruptive” is more desirable.